

Curriculum Mapping

	I	I	I	I	I	I
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Read	Show Us Who You Are - Elle McNicoll	Resist by Tom Palmer	The Middler by Kirsty Applebaum	No Ballet Shoes In Syria – Catherine Bruton	Don't Doubt the Rainbow – Anthony Kessel	Holes – Louis Sachar
ENGLI:	SH					
	Purpose: To Entertain – to create free verse poem. PSHCE Links. Inspiration: 'Blessings' Poem – Imtiaz Dharker Outcome: To create our own free verse poem inspired by 'Blessings' Purpose: To Entertain Inspiration: Don't Doubt the Rainbow book cover. Outcome: To create our own blackout poetry. Purpose: To Entertain To Explain To Describe Inspiration: Literacy Shed Film: The Eye of the Storm Outcome: Narrative and non- fiction (Short Writing Outcomes) Short writing sessions	Purpose: To Inform To Entertain Inspiration: A well-known individual with a life of cultural significance. Outcome: Biographical writing - children write their own biography Purpose: To Entertain Inspiration: Outcome: Christmas writing - developing grammar skills in our writing Purpose: To Entertain Inspiration: Literacy Shed Film - Beyond the Lines Outcome: Written outcomes to show levels of formality - both Fiction and Non- Fiction	Purpose: To Describe To Explain To Inform Inspiration: The life and work of Charles Darwin – linked to our Evolution science unit. Outcome: Historical diary writing – non-fiction writing a diary based on Charles Darwin's discoveries (Writing across the curriculum – Science) Purpose: To Entertain Inspiration: Literacy Shed Film –Dia De Los Muertos – The Day of the Dead Festival Outcome: Written outcomes to show levels of formality – both Fiction and Non- Fiction Purpose: To Entertain Inspiration: Harris Burdick – Mystery	Purpose: To Inform To Discuss Inspiration: A topical issue – to be decided through class discussion. Outcome: Children write a formal persuasive letter. Purpose: To Entertain Inspiration: Take One Book Week – The Savage Writing in Forest School as the main character in The Savage by David Almond. Outcome: Short written outcomes, both Fiction and Non-Fiction, showing levels of formality. Purpose: To Entertain Inspiration: Literacy Shed – Little Freak short film Outcome: A poster, internal	Purpose: To Inform To Persuade Inspiration: A holiday that the children have been on Outcome: Producing a Holiday Brochure – focus on shifts in formality and grammatical choices. Writing across the curriculum – focus on longer writing sessions in RE, Topic and Science Purpose: To Entertain Inspiration: Literacy Shed Film – Alma Outcome: Short written outcomes, both Fiction and Non- Fiction. (National Curriculum Testing Week)	Purpose: To Entertain To Describe Inspiration: Literacy Shed Film -The Ridge - Danny MacAskill Outcome: A description of Danny's cycle over The Ridge. Purpose: To Inspire To Explain Inspiration: Y6 informing our website audience how we promote British Values at Warden Hill as well as leaving their legacy on our school's website. Outcome: Explanation of how British Values are promoted at our school as well as sharing how the British Values that the children have learnt about have had an impact on them and their lives in becoming a successful member of our society.
	towards the end of the		and suspense.	monologue and		



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	term each with a specific focus, stimuli and purpose.		Outcome: Short written outcomes, focusing on the use of writing techniques to build mystery and suspense Short writing sessions towards the end of the term each with a specific focus, stimuli and purpose.	narrative focusing on the character in the film. Outcomes linked to cohesion and shifts in formality.		
SPAG						
	Word classes Types of nouns (pronouns, common, collective, abstract, proper) Verbs and making verbs Making nouns Expanded noun phrases Formal and Informal Language Subjunctive Mood Semi-colon taught in line with subordinating conjunctions Colon Tenses	Precis Phrases and Clauses Subordinating Clause Sentence types and question tags Passive and Active Sentences Adverbials Prepositions and Prepositional Phrases Comparative and Superlative Conjunctions	Subject-Verb Agreement Subject, Object, Verb and Article Ellipsis Bullet Points Parentheses Reported Speech Paragraphs and Layout Devices	Word List for Year 5/6 Word endings -ture, -sure Spelling Rules Silent Letters Homophones Prefixes/Suffixes Hyphens Vocabulary Synonyms and Antonyms Idioms Double Negatives	Mixed Practice: Revision	Mixed Grammar
Whole	Class Reading					
	Daily Whole Class Reading developing comprehension skills using the acronym VIPERS: Vocabulary, Inference, Prediction, Evaluation, Retrieval, Summarising. This	Daily Whole Class Reading developing comprehension skills using the acronym VIPERS: Vocabulary, Inference, Prediction, Evaluation, Retrieval, Summarising. This	Daily Whole Class Reading developing comprehension skills using the acronym VIPERS: Vocabulary, Inference, Prediction, Evaluation, Retrieval, Summarising. This	Daily Whole Class Reading developing comprehension skills using the acronym VIPERS: Vocabulary, Inference, Prediction, Evaluation, Retrieval, Summarising. This	Daily Whole Class Reading developing comprehension skills using the acronym VIPERS: Vocabulary, Inference, Prediction, Evaluation, Retrieval, Summarising. This	Daily Whole Class Reading developing comprehension skills using the acronym VIPERS: Vocabulary, Inference, Prediction, Evaluation, Retrieval, Summarising. This



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
includes studying a range of text type and genres including fiction, non-fiction and poetry.	includes studying a range of text type and genres including fiction, non- fiction and poetry.	includes studying a range of text type and genres including fiction, non- fiction and poetry.	includes studying a range of text type and genres including fiction, non-fiction and poetry.	includes studying a range of text type and genres including fiction, non-fiction and poetry.	includes studying a range of text type and genres including fiction, non-fiction and poetry.

Arithmetic

Maths

We have four 'Number Sense' sessions during the week where our foci are:

- Formal methods for calculating with the four operations
- Calculating decimals with the four operations
- Calculating fractions with the four operations
- Developing fluency in using facts that we know to be able to complete calculations efficiently
- Revisiting prior knowledge

positions on a 2-D grid as coordinates in the four quadrants

7. Reflect and translate

shapes

- Retrieval of known number facts
- Providing challenge and support for pupils

Matris						
	1. Read, write and order	8. Simplify fractions	14. Add and subtract	18. Find percentages of	Revision	Investigative Maths
	numbers up to	9. Compare and order	fractions with	an amount	 Number and 	Independent Led
	10,000,000	fractions, including frac-	denominators that are	19. Use simple ratio to	place value,	Learning
	Multiply and divide	tions > 1	not multiples of each	compare quantities	addition and	
	numbers by 10, 100 and	10. Know and use simple	other	20. Convert between	subtraction and	
	1000	fraction, decimal and	15. Add and subtract	different units of metric	multiplying and	
	Multiply numbers up	percentage equivalents	mixed numbers	measure	division	
	to 4 digits by a 2-digit	11. Compare and classify	16. Multiply simple pairs	21. Calculate the area of	reasoning	
	number choosing	2-D and 3-D shapes	of proper fractions	triangles/parallelograms	 Fractions, 	
	efficient methods	12. Know and use angle	17. Divide proper	22. Calculate volumes of	decimals and	
	4. Divide numbers up to	properties of straight	fractions by a whole	cuboids	percentages,	
	4-digits by a two-digit	lines, at a point and	number	23. Use simple formulae	Ratio and	
	number choosing effi-	shapes		expressed in words	Proportion,	
	cient methods and	13. Draw simple shapes		24. Find possible values	Algebra,	
	interpreting the	using given lengths and		in missing number	measurement,	
	remainders	angles		problems involving one	problem solving	
	5. Calculate intervals			or two unknowns	and reasoning	
	across zero				and geometry	
	Describe and plot					

Year 6



	Andrews 4	A	Constant of	Constant 2	S	S	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Science							
	Living Things and their Habitats	Electricity	Evolution and Inheritance	Light	Animals including Humans (Healthy lifestyles includin		
Compu							
	We are toy makers Coding a micro:bit	We are computational thinkers Mastering algorithms	We are publishers Publishing a digital year bo	ook	We are advertisersWe are Al developedUsing green screenExploring artificialtechnology - Linked to Year 6 Productionintelligence application		
RE							
	Why do some people believe in God and some people do not?	Is anything ever eternal?	Creation and Science – conflicting or complimentary?	Is Christianity still a strong religion 2000 years after Jesus' death?	For Christians, what kind of king is Jesus?	What can we take from the models of leadership in the world faiths who work to bring justice and fairness?	
History	/						
	The Mayans - What led to	the decline of the Maya?	Medicine: What was the m point in the British history of How has the Cheltenham L	of medicine?	Geography taught in this term.		
Geogra	iphy						
	History taught in this term.		History taught in this term.		The Mountain Environment – Is it wrong to be a tourist in the Himalayas?		
DT							
	Design, Make and Evaluate – Mechanical Systems (mak		king α toy using CAMs)		Design, Make and Evaluate – Making A Himalayan Curry		
Art							
	<u>Landscapes</u> – Mountains, Cityscapes		<u>Surrealism –</u> Frida Kahlo, Salvador Dali and Rene Magritte		Architect Unit – Gaudi		
Music							
	Learning to play ukuleles		Exploring rounds	Exploring rounds	Year 6 Performance	Exploring rounds	
Games	Yoga	Tag Rugby	Dance	Netball	Cricket	Ultimate Frisbee	
PE	. ogu	lag nagby	Dance	- Neebatt	CHERCE	ottimate i rispec	
TE	Real PE Sessions running throughout the year						
PSHE							
	Myself and My Relationships Anti-bullying	Myself and My Relationships Friends and Family	Citizenship Right, Rules and Responsibilities	RSE Our Changing Bodies	Economic Wellbeing Financial Capability	Healthy and Safer Lifestyles Managing Risk and Change	



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
French								
	At Sc	hool	The Weather		Clothes			

SMSC: Spiritual, Moral, Social and Cultural Development

Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

We believe at Warden Hill that SMSC is essential to academic progress and attainment of pupils. It is something that is woven through everything we do and our values of Belong, Explore Succeed support these developments. Many elements of citizenship education support SMSC, such as appreciating diversity, understanding different viewpoints and collaborating for change.

Running through these areas we also teach our children the British Values of:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Our PSHCE and RE curriculums allow for a considered exploration of these values and we also address them through assemblies, School and Eco Councils, House/Vice/Sports Captain Elections and themed days.

All our teaching community fully support and articulate our British Values as well as the SMSC areas. Where it isn't always visible then we are quick to address these areas to make improvements.